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REPORT

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OF THE

FIFTH ANNUAL EXAMINATION

OF

THE JOHN NEILSON

ENDOWMENT EDUCATIONAL INSTITUTION,

OAKSHAW-HEAD, PAISLEY.

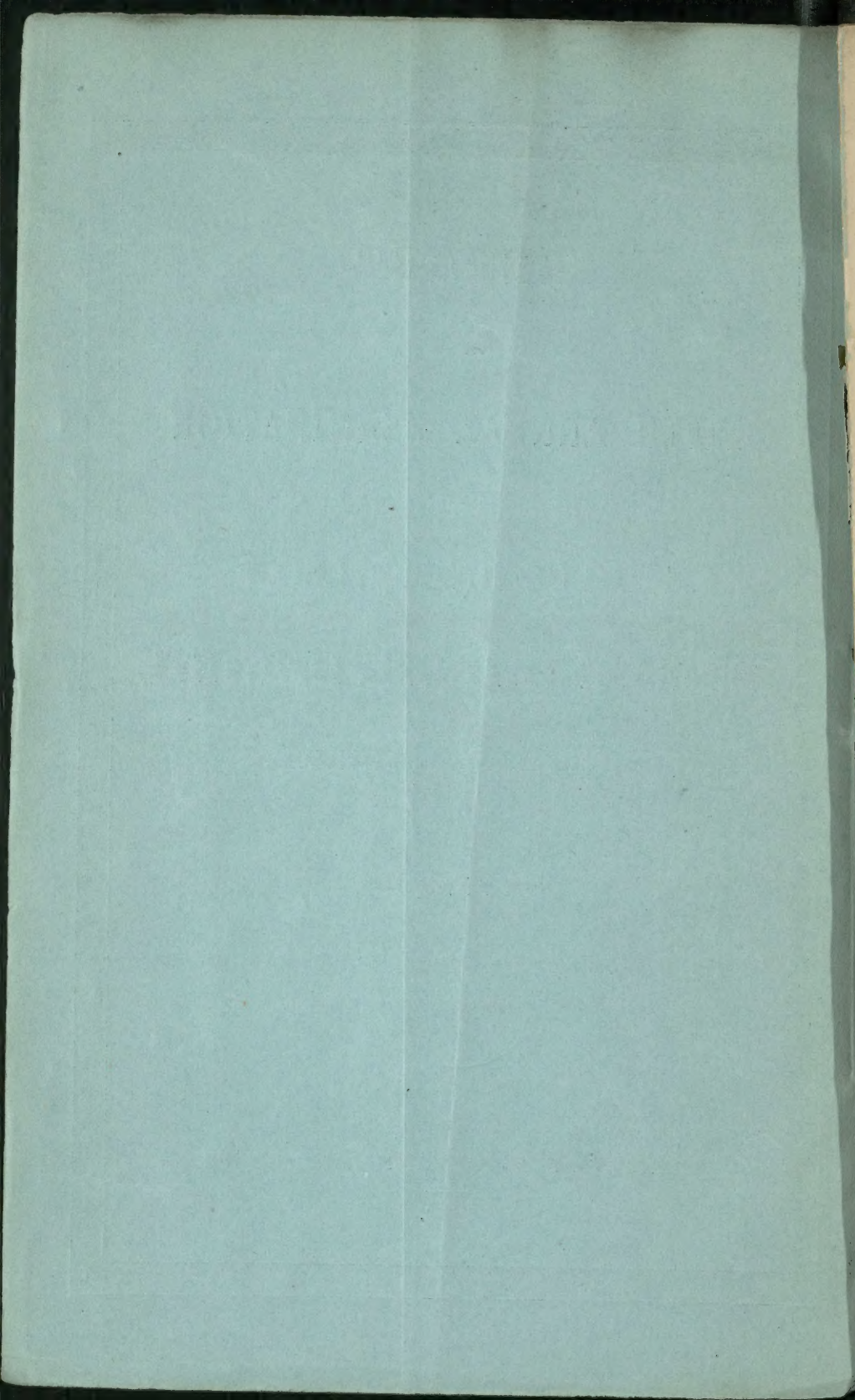
25th JULY, 1857.



PAISLEY:

PRINTED AT THE "PAISLEY HERALD" OFFICE.

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## Trustees.

REV. JAMES GRAHAM, PENPONT, DUMFRIES-SHIRE;

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ARCHD. HODGE;

ARCHD. GARDNER.

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MESSRS. HODGE AND GARDNER.

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### DRAWING.

THE TEACHERS OF THE PAISLEY SCHOOL OF ART.

### VOCAL MUSIC.

MR. M'MILLAN.

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MR. ARCHIBALD MAY, *Janitor*.

TWELVE PUPIL TEACHERS.

# REGULATIONS

TO BE STRICTLY OBSERVED BY EVERY PUPIL IN THE

## JOHN NEILSON EDUCATIONAL INSTITUTION.

1. Obedience and respect are always due from every Pupil to every Teacher and Pupil-Teacher, independently altogether of the particular Classes attended at the time.
2. Regularity in attendance strictly enforced. If absent without leave, for the first offence, the Pupil will be admonished by the Teacher; and for a repetition of the offence, will be sent home, and the case reported to the Educational Committee, whose consent must be obtained before re-admission. Cleanliness in person, and tidiness in dress indispensable, otherwise the Teacher in the discharge of duty will find it necessary to send the offender home.
3. Pupils in meeting in the Passages and Class-room doors, pass by the right hand; and a Class going into a Room gives place to one going out.
4. Caps, Cloaks, Plaids, Umbrellas, &c., and all Books and Slates shall be disposed of according to the Bye Laws of each Class-Room, and on no account left in the Passages, or on the Play-ground.
5. Pupils are not permitted to enter the Shrubberies, nor touch the Trees, Plants, or Flowers; nor climb on the Banks, Walls, or Railings; nor write upon, nor otherwise disfigure or injure, any of the Buildings, Apparatus, or Furniture of the Institution, nor touch the Ventilators. Cleanliness in and around the closets must be strictly attended to, and the boys and girls must keep within the grounds severally allotted to them.
6. Pupils are not permitted to throw Stones, or injurious articles of any kind, within the precincts of the Institution.
7. Pupils are not permitted to carry Matches, Gunpowder, Fire-arms, or weapons of any kind, within the precincts of the Institution.
8. Sliding on any of the Walks, at or near the Gates is prohibited: and nothing shall be done in the Front Area, and North and South Walks, which may be troublesome or unpleasant to Visitors.
9. Pupils are not permitted to enter the School-rooms by the Front or principal entrance to the Institution, nor to go into the Museum Hall without permission of their Teachers.
10. Games at Cricket, Shinty, and Foot-ball, to be played on the sloping and lower grounds, and those games are prohibited on the Walks adjoining the Institution Buildings. Ball play on the walls also prohibited.
11. No water to be scattered, or made to run over, at the Well.
12. Pupils are strictly prohibited from the use of Tobacco in any shape or form.
13. Pupils feeling aggrieved by the conduct of their companions, may lodge their complaint with the head Teacher of the Department they may be attending, or whom the offender may be attending; but retaliation of injury for injury is a separate and distinct offence. In particular:—
14. *Calling names* is no excuse for *striking*, and *striking* is no excuse for *calling names*; but both are punishable offences, like every other abuse of one Pupil by another, especially where the stronger party is the aggressor.
15. It is the duty of the Janitor, to whom obedience is due, to see that these Regulations are strictly observed, and to report offenders to the Teachers.
16. The School Fees are payable in advance, *promptly*, on the quarter days specified in the syllabus of instruction, and every Pupil must be supplied with all the Books used in the class attended.
17. These Regulations, and any additions to them, shall be suspended in the different Class-rooms, with such Bye-laws as may be required in the different departments, and shall be enforced by such penalties as may be found necessary. In particular, those found guilty of throwing Stones, shall be held liable, independently of other punishment, for the broken glass not traced to individuals, and the same principle will be applied to any other injurious practices.

INSTITUTION BUILDINGS,  
3d SEPT., 1856.



# REPORT.

*From the Local Newspapers, 25th July, 1857.*

THE annual examination of the pupils attending the John Neilson Educational Institution took place in the Institution rooms, on Wednesday last, in presence of a very large assemblage of visitors. Amongst those present, we observed Archd. Gardner, Esq. of Nethercommon; the Rev. Jas. Graham, of Penpont; and Archd. Hodge, Esq., of the City of Glasgow Bank, Trustees of the Institution; the Rev. Mr. Kirke; the Rev. Mr. Fraser; the Rev. J. B. Dickson; the Rev. Mr. Henderson; the Rev. Mr. Munro; the Rev. Mr. Aitken; the Rev. Dr. Bannister; the Rev. Mr. Neilson, Renfrew; the Rev. R. Wylde; the Rev. Mr. Clazy; Dr. Isaiah M'Burney, of the Glasgow Academy; Mr. Sugden, head master of the Training College, Westminster, London; James Buchanan, Esq., of Garnet Bank Academy; David Stow, Esq., Glasgow; Bailie William Polson; John M'Innes, Esq.; Archd. Hutchison, Esq. of Fairhill; William Fulton, Esq. of Glenfield; Dr. Hutcheson; John Clark, jun., Esq., Gateside; Dr. Paton; Hugh Smith, Esq.; T. W. Macalpine, Esq.; Adam M'Lelland, Esq.; T. Shanks, Esq., Johnstone; &c.

The examination commenced simultaneously in the four departments into which the Institution is divided, and was conducted throughout with great spirit and effect. In the Initiatory department, under Miss Shepherd and Miss Drummond, there was special interest taken. The simplicity, animation, and evident happiness of the children, as they answered rapidly their teachers' questions, showed the efficiency of the training they receive.

In the Junior Department, under Mr Laidlaw and Mr Fisher, the range of examination was wider. The classes were examined by Mr Laidlaw, and showed such accuracy in Arithmetic, Geography, History, Grammar, &c., as could only be the result of very able and assiduous teaching.

In the Senior Department, conducted by Mr. M'Millan, the children are taught the ordinary branches of a sound English and Commercial education. The examination was very effectively conducted. The singing, which is taught on Mr Curwen's method, was admirable, and delighted the crowded audience.

In the highest department, conducted by Mr Smart and Mr Dickie, a liberal course of instruction is provided in the higher branches of English, in Classics and Mathematics. The pupils showed a surprising



acquaintance with our English Literature, Ancient History, and with one or two departments in Physical Science, in addition to the attainments in Classics and Mathematics. These high results can only be accounted for by the length of time during which the pupils continue at school, and the force and geniality of the training they receive. The pupils in this department are older than we usually find in any Institution, except, perhaps, in our higher seminaries in Glasgow and Edinburgh.

The French as taught by Monsieur Pujol, and the drawing as taught by Mr Urie, add much to the general efficiency of the Institution. We observed on the walls some very beautiful specimens of writing and drawing.

The Rev. J. BATHURST DICKSON, after examining the French class, said he could not congratulate the Institution too warmly on the possession of such a teacher as M. Pujol, whose whole bearing amongst the class he had admired. The pupils showed a proficiency as creditable to themselves as it was honourable to the Institution.

The Institution is evidently conferring no ordinary benefits on the young through a highly complete course of intellectual, moral, and religious training, and must contribute to the general educational good as a model in which there are exemplified the best methods, and in which there is liberal use made of Government assistance.

The Trustees are educating upwards of a hundred boys in accordance with the will of the founder, and are preparing them as they show aptitude, for the Workshop, the Counting-House, or the University.

At three o'clock the junior classes were assembled in the northwest room for dismissal.

Mr Gardner presided, and called upon several gentlemen to address the children and the audience.

The Rev. Dr. BANNISTER said that the scholars had passed through their examination with high honour. He had listened with a great degree of satisfaction to the various exercises through which they had passed; and every successive examination he had attended gave him a higher opinion of the methods of instruction adopted and so successfully carried out in this Institution. When he was at school, the plan was to teach words, not ideas; and the great beauty of the system followed here was, that the children were taught ideas,—they were taught to think. Of that, there had been very pleasing proof this day. It was quite clear that the scholars had a thorough knowledge of what they had been examined upon; and at the same time, on looking over the programme, he was surprised to think that so much instruction should have been communicated in so short a time. Not only were the elementary branches of knowledge taught efficiently, but English History, Natural History, Physiology, and many branches of Science. The young people studying here were made acquainted with those great natural laws which God had ordained, and on the observance of which their life and health depended. He was extremely delighted with the manner in which they had passed through their examination; it reflected great credit both on the scholars and on the teachers. He



would not detain them, because they were about to be addressed by a gentleman who had done more than perhaps any man living for the improvement of the science of education.

Mr. DAVID STOW said that he had been present only a short time, but from what he had seen, and from his previous knowledge of the Institution, he was sure that all present must have been delighted with the proceedings. He would remind parents and visitors that though an examination day they saw something of what the children had learned, it was only a small part after all. He was quite persuaded that if parents and others interested visited the Institution on ordinary working days, they would be more delighted. He was very happy to see in his native town such a number of smart, intelligent looking girls and boys, receiving the very best of education, and especially being trained up in the way they should go. Mr. Stow referred in conclusion to the presence of Mr. Sugden, the head master of an institution, the building of which had cost £39,000, which was attended by from 800 to 900 pupils, and had board accommodation for 120 men and women, who were to become the future teachers of England.

The Rev. Mr. GRAHAM, one of the Trustees of the Institution, announced a vacation till the first of September—an intimation which was received with an amount of acclamation which evidenced that the industry of the past session, instead of weighing down the buoyancy of youthful spirits, had but prepared them for the more hearty enjoyment of their well-merited holidays.

Miss Shepherd's and Mr. Laidlaw's classes having been then dismissed, the scholars in Mr. M'Millan's and Mr. Smart's departments took their place, the number in attendance being too large to admit of a simultaneous dismissal.

Mr. GARDNER then said—During the session now closing upwards of 500 pupils have been in attendance. The marked progress in all the departments is a full compensation to the Trustees for all their anxiety and labours. The advantages of the classification into four divisions, according to the stage of progress of the pupils, are now being developed. These divisions rise in gradation, one above another—not by each having its peculiar branches of instruction, for they have nearly all the same, are taught by six principal teachers, three assistants, and twelve pupil teachers, and differ only in the extent or stage to which the instruction is carried. The only exception is in the uppermost division, where most of the elementary branches are taught that belong to the other divisions, but where exclusively are taught also Latin, Greek, Mathematics, Mechanics, &c. Thus, one principal feature in this Institution is, that every individual branch of knowledge is taught in each of the four departments, the pupil proceeding so far in the first, somewhat farther in the second, farther still in the third, only finishing in the fourth. In the first department the pupils only know so much of grammar as to be able to tell that such sentences as “James and John is good boys,” are wrong; in the second they can name, define, and exemplify the parts of speech, which they are first taught orally, parsing also a simple sentence; in the third they enter into the minutiae



of Parsing, and learn Syntax; while in the fourth they acquire a knowledge of Prosody and Composition; so Grammar is divided into four parts, and is finished by proceeding through the four departments. Again, in Arithmetic the pupils in the first department can add or subtract mentally, or with the ball frame, and can add up single columns on their slates; in the second they multiply, divide, reduce, and learn the compound rules; in the third they are initiated into Proportion, Interest, Fractions, and Book-keeping; and in the fourth they study the Extraction of Roots and practical Mathematics. Again, in Political Geography the pupils in the first department understand the nature of a map, the divisions of land and water, and Palestine generally; in the second they get Palestine minutely, Scotland and England minutely, and Europe generally; in the third Europe minutely, and Asia, Africa, and America generally; while in the fourth attention is given to such countries as Hindostan, United States, Australia, and Canada, and to Classical Geography. In History it is not expected that the pupils in the first department acquire any knowledge of history, except, perhaps, an account of an individual, given orally; in the second British History is studied through the Saxon period, to the Norman Conquest; in the third attention is directed to the times of the Plantagenets, Tudors, Stuarts, and House of Brunswick, to the present day; and in the fourth one year is devoted to Greek, another to Roman History, and a third to that of Modern Europe. The upper division Mr Gordon, H. M. Inspector of Schools, reports, is thus "not an isolated part of the Seminary; it is an integral, complementary, necessary part of it: here, therefore, the different stages of instruction, so proper to be well marked in any branch, are distinguished in the unusual manner of putting them under different teachers, and the object is to secure thorough instruction."

The Trustees, while commending the pupils for their good behaviour and diligence during the past year, feel persuaded that the great success of the Institution is to be attributed to the zeal and ability of the teachers, who govern, not by harshness and austerity, but by good-humoured suasion combined with firmness, and have thus gained the affection of their pupils. While the Institution has been thrown open to the general public on payment of fees, and is now regarded by every intelligent and unprejudiced inhabitant as a blessing as well as an ornament to the town; the Trustees have had one great aim and object steadily in view, that of the advancement of the boys admitted to the benefit of the fund. Not only are the scholars paying fees used as a lever power to elevate them in the scale of society, but also the fees paid increase the salaries, and thus secure efficient teachers, and are now partly being paid in bursaries to the fund boys. The question of the day is undoubtedly that of Education, and from the great interest manifested in that question by the Prince Consort, it is to be hoped that all in authority will lend a helping hand to solve the great problem now agitated, viz., the best means to be adopted to get the children of the working classes to remain at school after a given age, and thus secure to the country a great amount of talent which is lost for want



of proper education. Under the special sanction of Her Majesty's Committee of Privy Council on Education, this Institution is one of the experimental schools, and, as such, one of the means for solving that problem. During this session Mr. Gordon has inspected the schools three times; and so highly did the Trustees appreciate his many valuable suggestions and kind assistance, that at a recent meeting they recorded a cordial vote of thanks to him.

The following statistics may be interesting:—14 boys were admitted to the benefit of the fund at the commencement of the session, which, added to 150 previously admitted, makes the number admitted since the opening of the Institution in April, 1852, 164. There are at present in attendance who entered in 1852, 24—in 1853, 14—in 1854, 12, in 1855, 26—in 1856, 14. Seventeen left during this session, leaving at present 90 fund pupils, to be increased in August and September, if suitable parties apply, to 120. Of the 164, seven died, eight emigrated to North America and Australia, four left for other towns in Scotland, two never entered school, one was dismissed, and thirteen withdrawn by the carelessness of parents. Of the others, 23 attended nearly three years, 11 four years, 5 five years, and the remainder, with the exception of the 13 withdrawn, attended about two years. The attendance of the 13 varied from three to nine months.

At the suggestion of Mr. Lingen, the learned Secretary to the Committee of Council on Education, 13 bursaries for next session were awarded a few days ago by competitive exhibition, *and but for the heavy local taxation, other seven bursaries of £5 each would have been given, and a larger sum expended in clothing.* £100 has been set apart for these purposes. The examination was conducted by Mr. Gordon. The following questions were answered in writing in Mr. Smart's department, and they are stated as a specimen of the course of examination pursued:—

#### ROMAN HISTORY.

1. What was the duration of the Government of the Romans by Consuls?
2. What was the duration of the Government by Kings, and name them?
3. Give some account of the Punic wars.
4. Name and characterise some of the good Emperors of Rome.
5. Name and characterise some of the writers of the Augustine age.

#### ENGLISH LITERATURE.

1. Give some account of the prose writers of Queen Elizabeth's time.
2. Give some account of the life and writings of Shakspeare.
3. Give some account of the dramatists of Queen Elizabeth's time.
4. What Scotchmen were distinguished in literature about the end of the 16th century?
5. Give some account of the literary productions of Barbour, Wynton, and King James 1.

*In Mr M'Millan's Department.*

#### HISTORY OF BRITISH EMPIRE.

1. What was the form of the Saxon Government?
2. Give some account of the Norman Conquest.
3. Give some account of the Roman Conquest.
4. Give some account of the attempted Conquest of Scotland

## GEOGRAPHY—BRITISH EMPIRE.

1. What are the chief mountains of England?
2. What are eight of the chief rivers of Scotland?
3. What are the provinces and counties of Ireland?
4. Give a full account of the bays of England?
5. Give a full account of the salt and fresh water lochs in Scotland.

These questions were answered on the spur of the moment, without the use of books, in a manner which would have done honour to a class of boys greatly superior in age. Mr. Gordon expressed his entire satisfaction, and commended very highly the scholarship exhibited by the boys in the Classics, French, and Mathematics. The late revered Professor Andrew Symington, in his address at the opening of the Institution, beautifully remarked, "Who knows but among these smiling boys there may yet appear some Martin Luther, who shall do a bold and noble part in his day? It is said of Trebonius—a professor to whom Luther was particularly attached—that he raised his cap to salute his pupils, and said to his colleagues, when expressing their surprise at his extreme condescension—'There are among these boys, men whom God will one day make burgomasters, chancellors, doctors, and magistrates. Although you do not see them with the badges of their dignity, it is right that you should treat them with respect.'"

The Trustees regret to have again to report, that relief against the heavy local taxation has not yet been obtained, but they anticipate relief in the course of next session, the attention of the Provost and Bailies having been specially directed to that important matter in a correspondence, which, we understand, is to be laid before the first meeting of the Town Council. What the Trustees urge on the authorities is, that all schools should be placed on the same footing as churches, and exempted from taxation, but if rates are to be exacted, that the rent of the Institution School rooms shall be fixed at a sum in proportion to the other schools in town. This institution is taxed on a rental equal to all the schools in Paisley—rated on a rental of four times, and £5 more than that of every school in the Low or St. George's Parish, which contains three of the largest school-rooms in town; and rated also for Police rates equal to three of the largest public works, employing 2500 workers, and but for the deduction of a fourth, which is thankfully received, would have been equal to four public works in town. The system of taxation adopted towards this educational institute sometimes appeared to him (Mr. G.) like a dream, a vision of the night, and he often wondered how mind and matter could thus be rated in the birthplace of Wilson, Tannahill, and Professor Wilson.

The Trustees have observed with great satisfaction the progress made by the pupils in the Mathematical classes conducted by Mr. Dickie. The highest class, in which are four fund boys, was examined to-day in Plane Trigonometry, Sixth Book of Euclid, and Quadratic Equations. The drawing classes under Mr Urie, of the Paisley School of Art, have been very ably and successfully taught.



About two weeks ago, the Inspector from the Department of Science and Art, Mr. Bowler, inspected the drawing classes. Forty Government prizes were awarded—two in the second grade, and thirty-eight in the first grade. A case of instruments was awarded to Master Daniel Wright, one of the pupil teachers, “for Free-hand.”

For the last six months, the French Classes have been under the able tuition of Monsieur Louis Pujol, a native of France, and from the advanced progress of the senior class, it is expected the pupils, eight of whom are fund boys, will be able to converse with the utmost fluency in that language by the end of next session.

Music is taught as a science. The tonic sol-fa system has been introduced into all the departments; and the Rev. Mr. Curwen, of London, the founder of that system, on a recent visit, complimented in high terms Mr. McMillan for his successful manner of teaching.

About three months ago, £45 2s. 6d. worth of scientific apparatus, under the contracts by Government, for the illustration of lessons on Pneumatics, Hydraulics, Hydrostatics, Heat, Optics, Mechanics, and Mensuration, was obtained for the benefit of the Institution, the Committee of Council on Education paying two-thirds of the cost. The great advantage to the pupils of having ocular demonstration of those principles in Natural Philosophy which are treated of in their lessons, must be very obvious.

Fourteen pupils trained in the Institution have been apprenticed as Pupil Teachers, under Government Indentures—two to the teacher of Carbrook Street School, and twelve to the teachers of the Institution.

Another session will more fully develop the Trustees’ plans and operations. At the end of that session there will be several very promising pupils, from 14 to 16 years of age, ready to be apprenticed. Engineers, Architects, Merchants, Manufacturers, and others who may be in want of well-trained and educated youths, may apply to the Secretary. A small premium will probably be given, which, it is expected, will be returned to the boys in the shape of increased salary.

The parents and guardians of pupils on the fund ought to bear in mind, that unless they engage that their children shall attend the prescribed curriculum, and shall pass the examinations, they forfeit all claim to clothing, school bursaries, apprentices’ fees, and college bursaries. The advantages to be derived are well worth a hard struggle on the part of both parents and children; and it is gratifying to know that such a struggle is now being made by several poor widows, whose sons will yet, it is believed, rise up and bless them.

The Trustees gratefully acknowledge a legacy of £10 10s., by the late Mr. Roger Wyld.

The Rev. Mr. FRASER said, I have been frequently here, and I can speak therefore not only from what I have seen to-day, but on other occasions. It is exceedingly gratifying to find that this Institution is rising year by year to a more distinguished position amongst the higher educational institutions of the West of Scotland. From the initiatory department under the able management of Miss Shepherd and Miss Drummond, to the highest department under the talented

training of Mr. Smart, the whole is pervaded by an extraordinary degree of educational enthusiasm. I cannot take time to specify the different classes and their peculiar features, but I think the senior English department, under the management of Mr. McMillan, is worthy of special remark. The classes are conducted with great ability, and the singing, as all present must have observed, was indeed admirable. The spirit and liberality with which the whole arrangements are conducted reflect upon the Trustees the greatest honour; and in this community we owe them a deep debt of gratitude for the high and healthy impulse which they have given in this locality to the cause of Education. They have not yet received, I think, generally that measure of gratitude to which they are entitled. But while they have contributed greatly to elevate the educational character of this community, they have not yet reached the point of elevation which I think they will attain. As yet, they are merely carrying out an important experiment; they are observant of the educational improvements which are from time to time appearing, and are ready to introduce such as give promise of satisfactory results. There are many things connected with this Institution to which, if time allowed, I might like to direct the attention of the audience, but I will confine myself to only two or three points which are particularly worthy of notice. As a minister of the Gospel, I am specially delighted to see in combination what are too often separated, and which, when separated, lead to feebleness in the work of education—the Bible and the playground. These two important instrumentalities cannot safely be separated in the education of the young, and I love to see them working here in such harmonious combination. In the school-room the Bible lessons are transfused into the minds of the children, but it is in the uncovered school-room that the fruits of those lessons are made apparent. The children receive Bible instruction day by day, yet the Bible is not employed here as a spelling book, but as the Word of God; not as a dreary task-book, but as an authoritative guide-book, to mould the character; and from it are drawn those principles which the children are expected to embody in their conduct in the playground. I love the solemnity of the Bible lesson, and the deep seriousness of look the children show—but there is something in the education of the young I love nearly as much—I love to see in the uncovered school or playground the bold defiance of aggression—the generosity that helps the weak—the wild exuberance of mirth—and all those varying expressions of feeling and of passion that pass over the young brow, rapid and changeable as

“Light and shade o’er waving grass,”

they tell me the stuff the boy is made of—they show the hope that is in him. The play-ground is the boy’s world—it is his theatre of life—and there he exhibits all those passions and powers that afterwards find scope on a broader platform—the world. It is of immense importance that their tendencies of mind be closely observed, that the influence of Bible teaching may be brought to bear on the boy’s charac-



ter, that indirectly and directly the power of the Word should check incipient revenge, and every inconsistency, and give encouragement where encouragement is needed. It is, as Mr. Stow would say, as impossible to train children properly for the duties of life, apart from the play-ground, as it is, to train a race-horse in a stable. There is such an intimate connection between Bible training and play-ground training, that the teacher who neglects the latter does but half his work. It is, then, a noble feature in this Institution, that it combines largely, the Bible power and play-ground power in its moral training.

The second feature I notice is the beautiful gradation of classes. It is absurd to jumble in the same school, and under the same teacher, children of all ages. My friend, Mr. Gardner, in his very able statement, has clearly set before us the adjustments as to age and outlines of instruction. The advantages are most obvious, in every way. Children of the same age sympathise more strongly with one another, and usually in the play-ground associate together—the emulation is healthier and happier. The educational advantages are so great, that I hold it to be the duty of all school committees, in villages and towns, where the number of children admit of it, to have schools arranged in this way. It may be interesting to some to know that this system—the system of graded schools—is at present being strenuously advocated in the United States, and is making its way there.

The third feature, I notice, is what Mr. Gardner calls “the amalgamation of the pupils on the fund with those paying fees.” This, I think, is peculiar to this Institution; it is a new, and I feel convinced, a most important experiment. I have hitherto forbore to ask closer attention to it, simply because it was an experiment, but now that it has been successful, I think it right to challenge attention to it. As it is, parties interested in the best methods of applying bequests for educational purposes are noticing this experiment, and inquiring as to its working and results. I have ever looked on this enterprise with great satisfaction. The Trustees did well in prosecuting the experiment, and in setting aside public clamour. Their success is complete. The children of parents well able to pay their way to all the privileges of the Institution are to be found here casting around the boys on the fund the geniality of their intercourse, and are brought into those friendly relations which cannot fail to cement the bonds of kindly regard that ought ever to subsist between those who are in lower and higher ranks of society. He questioned whether it was even known among them which of their number were on the fund; and it was gratifying to know that some of the poorer boys, in the friendly competition upon which they entered on equal terms with their schoolmates, were buffeting their way up to the highest distinctions. When a poor boy finished his education, such as it was, in one of the small schools in the lanes of the large town, there remained an impassable gulf between him and those seminaries of learning where the youthful talent of the country received its highest development; but this Institution had opened up a pathway even from the Widow’s garret to the Universities of Glasgow or of

Oxford. I have therefore no sympathy with those who would fritter this Institution down into a number of little schools without educational power; nor have I any sympathy with those who would reduce this Institution to the form of a mere charity. I cannot express in terms too strong my utter abhorrence of that charity which covers the objects of its solicitude all over with grey coats, blue coats, and other badges of degradation, and, as far as it can, lets all the world know what buildings it erects, and what children of our humble fellow-citizens are educated on the bounty of others.\* The Trustees deserve the highest commendation for their soundness of judgment and their firmness of purpose in carrying to such successful issues this experiment. They are giving the neglected child, and the widow's son who shows talent, a high education under the best masters—in English, Classics, Mathematics, French, and Drawing—and I know instances where already the son of the widow is rising to distinction, and I feel assured that many, stimulated and sustained by this wise benevolence of the Founder and the Trustees, will look back with gratitude for the high benefits they have received from this Institution.

MR. SUGDEN, on rising, remarked, that, while he was on his way here he had not the slightest idea of being called on to address a Paisley audience upon an educational or any other topic. He appeared there as a stranger, of course, not uninterested in any educational subject, and the remarks he should make could only have value as showing the impressions likely to be made upon a stranger's mind. And when he remarked the magnificent site upon which the building stood,† its noble elevation and the spacious play-ground surrounding it, and when he entered the lofty, spacious, and elegantly furnished school-halls and school-rooms,‡ he could not but think that it was a better monument to the memory of its generous Founder, than the most costly statue of marble or brass. When, further, he found 500 children assembled within those walls, and instructed by able Christian Teachers, and reflected that provision was made for the continuance of this for generations to come, he must own that he could scarcely conceive of anything better calculated to enshrine the character of their benefactor in the grateful recollection of his fellow-townsmen. He also thought that no small debt of gratitude was owing to those who had so wisely and so successfully carried out his benevolent designs, and had established in this town an educational institution, so extensive and complete that few provincial cities of the United Kingdom could rival it. He had spent as much time, that day, in the various departments as he could, and he particularly remarked the intellectual and awakening character of the instruction given. For, he it observed, that education does not consist in the number of facts known, but in the use which the person

\*In this Institution the Parents fix the colour of the Pupils' dress.

†The site of a Roman Camp, and from which are to be seen Goat Fell in the Island of Arran, and Tinto at the head of Clydesdale.

‡Dimensions—North West Room, 67 feet by 33—North Room, 62 by 33—South Room, 62 by 33—South-West Room, 31 by 33—height of ceiling, 23 feet 11 inches.



is able to make of them. It would be of little advantage to a man to have stored up in his memory the facts of Grammar, of Geography, of History, or any other branch of education, if he were unable to reason upon them, and apply them to practical uses. The visitors present must have noted how carefully the children in this Institution were led on to think and reason for themselves upon the various facts and principles brought under their attention, and how effectually the highest purposes of intellectual education were thus accomplished. And reflecting that 500 children or more might pass through this course of education every five years, he could not but look forward to results of the best kind, and of the most extensive benefit, both individually and socially, in the town.

There were several points in the management of the Institution to which he intended to advert, but they had been so ably spoken of by his friend who preceded him (the Rev. Mr Fraser), that he could not hope to impress them further by anything he might be able to say. There were, however, two points, on which, though he had been partly anticipated by Mr Fraser, he should like to offer a remark or two. He observed in the programme of the Institution which he held in his hand, that one of its fundamental principles was, that the education here given was to be conducted on a religious basis. In many respects the friends of Education in Scotland had the advantage over their fellow-labourers in England. Provision had indeed been made there for the education of the middle and higher classes from a remote period, but popular elementary education was a thing of very recent date, and in fact the greater part of what had been accomplished in regard to it, had been effected within the last ten or twelve years. During that time principles had to be struggled for, and decisions arrived at which affected the tone and character of large systems of schools, now being rapidly established. Whether popular education in England should have a religious basis, or whether it should be entirely secular, was one of the points which had to be settled, and which was keenly contested. No doubt, this point had been to some extent settled in Scotland in the constitution of its parish schools, but it was very gratifying to him to find that where the matter had to be reconsidered by able practical men, as it had been in founding this Institution, the same conclusion as to the indispensable necessity of this religious basis should have been arrived at, as he and those associated with him had been called to maintain.

The remaining point to which he wished to allude was that this Institution presented on a large scale a system of graduated schools, arranged upon a uniform principle. This is undoubtedly the best and most effective plan upon which large schools can be organised, and he alluded to it here to show how much more effectually education is advanced by the practical men who conduct such institutions, than it is by the efforts of theorists, however well disposed or well informed. As an illustration of what he meant, he might refer to that topic, upon which so much was said now-a-days, the teaching of "Common Things." We had of late seen Peers of

the realm, and ladies of rank and fortune busying themselves in recommending it to teachers, and the educational world was all in astonishment at the new light which was breaking upon them. Now this very thing, the teaching of scientific truths in such a way as to bring them to bear upon the common processes of domestic life, or manufacturing art, had been steadily and uniformly pursued for twenty-five or thirty years in the Glasgow Normal Seminary, founded by our friend Mr. Stow, where also this very system of graduated schools had been long exhibited to educationists, just as it had been now for a series of years in this Institution. Yet the first recognition of the thing he had been able to find, on the part of any person publicly or officially connected with education in England, occurs so recently as in the Report of Mr. Kennedy, published in last year's Minutes of Council on Education, and there it is alluded to, not as an accomplished fact in education, but merely as a speculation or probability. So far do we find the men of action in advance of mere theorists. He could not conclude these desultory remarks without once more expressing the gratification he had felt throughout the day's proceedings; and he recommended most cordially and earnestly the Institution to the support and confidence of the present assembly, and of all the inhabitants of the town.

Dr. M'BURNEY said—On this the second occasion of my appearing at the annual examination of the Neilson Institution, I have, most heartily, to congratulate the Trustees and Committee on the highly satisfactory and encouraging statistics just laid before us. It is with very much pleasure I meet, again, with my young friends, all of whom have acquitted themselves so admirably to-day. From taking a naturally greater interest in the Classical, I regret that I saw, comparatively, so little of the other departments. But, from what I did see—for I was in all the class-rooms—I can speak in terms of the highest approbation. I do not wish these to be considered words of course, so common on occasions such as the present; but conveying, in plain words, the feelings of my heart. As numerous competent witnesses and qualified judges were in all the departments, during the day, and their sentiments seem to have been fully and truly expressed by gentlemen who have preceded me, I shall take the liberty of saying a few words about the Classical Department, where I have spent the greater part of the day, and concerning which little has, as yet, been said. There can be no better test of scholarship than a satisfactory examination by a stranger, whose person, system, and manner are foreign to the children in a class. To-day, I have questioned and examined over an extensive field of Ancient Geography, Synchronistic History, and Latin authors, in prose and verse. In all these subjects, I have made selections, to prove to myself and evince to others the fact, that the pupils were acquainted equally with all portions of the work on which their teacher professed that they were able to undergo examination. I was exceedingly gratified with the aptitude and proficiency manifested by every class, without exception. Every one present must have been convinced that there was sound scholarship without any attempt at display. For my-



self, indeed, I was both surprised and delighted at the extent of their information, and the accuracy of their answers. They, at once, did credit to themselves, and reflected high honour upon their instructors. Only one conclusion could be arrived at, namely, that the teachers have excellent scholars, and the scholars have excellent masters. Allusion has been made by my friend, Mr. Fraser, to the advantages and excellencies of such a seminary as this has become. I heartily concur in the encomiums bestowed—because I have seen all that was required to justify the statements. On looking at this beautiful edifice, so recently erected, so flourishing and effective, I am reminded of one of the fables of Classic Mythology, with which most of my young friends are conversant. Jupiter, king of the gods, on one occasion, was seriously indisposed, and incapacitated for enjoyment or rule. A severe headache haunted him from day to day. At last, having had recourse to Vulcan—who split his head—there sprang from his brain a full-grown virgin goddess, panoplied, and wielding a spear. This was Minerva, the goddess of wisdom. But, let us away with the fable, keeping only its moral and application! What a moral and intellectual headache the poor town of Paisley must have had, when it produced such a Minerva as this! Five hundred pupils—the rich and the poor undistinguishable! All equally cared for, and impartially treated! None able to tell the rich man's son from that of the poor widow! This is a noble experiment—a noble Institution! Again I congratulate the friends and Trustees of this Establishment on the happy results that have followed and crowned their disinterested exertions and labours of love. And now, my young friends, let me address myself to you. You are, in an emphatic sense, “the Minerva.” Be individualities of wisdom! And not only of such wisdom and knowledge as you can gain by study and at school; but seek to gain and personate that wisdom which cometh from above. In you let Minerva be multiplied, so that each male and female may be a missionary of what is good! Minerva was armed: so are you with the religious training you have received. Let not your panoply become rusty or tarnished by inactivity or sin! Let each be a centre of good now and afterwards! Minerva brandished a spear, so may you! a spear to challenge the obloquy, obstacles, and calumny that naturally must have beset the rise and progress of such a school for the instruction of youth. If spared to see another annual examination of your Institution, I shall be most happy, if possible, to come and witness your progress. May you, through Divine grace, be enabled to persevere in doing honour to your teachers, your Institution, and yourselves! and may God Almighty bless you all!

The Rev. Mr. HENDERSON then closed the proceedings with prayer at 4.45 p.m.

# APPENDIX.

## SYLLABUS FOR SESSION 1857-58.

The Classes will be resumed on Tuesday, 1st September next.

### Arrangement.

#### ~~THIRD~~ WEST ROOM.

Oral Bible Instruction.—The ALPHABET.—READING and SPELLING and ANALYSIS.—Simple Exercises in ARITHMETIC.—Easy Subjects in GEOGRAPHY illustrated by Maps.—Simple Lessons in NATURAL HISTORY and the Principles of COMMON THINGS, so as to awaken Observation and Reflection.—VOCAL MUSIC: Tonic Sol-fa system.

Hours—9 A.M. till 3 P.M.—The Alphabet Class entering at 10 A.M.

Saturdays from 9 to 12.

3s. 6d. per Quarter.

Miss SHEPHERD, Teacher; Miss DRUMMOND, Assistant.

MUSIC,—Mr. McMILLAN.

#### ~~THIRD~~ WEST ROOM.

BIBLE Instruction.—READING, SPELLING, ANALYSIS, and SAXON ETYMOLOGY.—ENGLISH GRAMMAR to SYNTAX.—The GEOGRAPHY of Europe generally, and that of England, Scotland, Ireland, and Palestine minutely.—ARITHMETIC, to simple Proportion.—WRITING.—BRITISH HISTORY.—LESSONS in NATURAL HISTORY, and on the Philosophy of COMMON THINGS.—VOCAL MUSIC: Tonic Sol-fa system.

Hours—9 A.M. till half-past 3 P.M. Saturdays, from 9 to 12.

5s. 6d. per Quarter.

Mr. JOHN LAIDLAW, Master; Mr. THOMAS FISHER, Assistant.

#### ~~THIRD~~ ROOM.

BIBLE Instruction.—READING, SPELLING, ANALYSIS, and ETYMOLOGY.—ENGLISH GRAMMAR.—COMPOSITION.—GEOGRAPHY, Physical and Political.—WRITING.—DRAWING.—ARITHMETIC, to the extraction of the square and cube roots.—BOOK-KEEPING.—HISTORY, British Empire.—



LESSONS IN NATURAL SCIENCE.—The Physiology of the human body.—  
VOCAL MUSIC: Tonic Sol-fa system.

Hours—9 A.M. till 4 P.M.—Saturdays, from 9 to 12.

7s. 6d. per Quarter, including Drawing.

Mr. DANIEL M'MILLAN, Master.

#### SOUTH ROOM.

BIBLE Instruction.—LATIN.—GREEK.—Comparative ETYMOLOGY.—  
WRITING.—ALGEBRA.—GEOMETRY.—MENSURATION.—GEOLOGY.—ME-  
CHANICS.—PHYSICAL GEOGRAPHY.—ANCIENT and MODERN HISTORY.—  
HISTORY of ENGLISH LANGUAGE and LITERATURE.—ENGLISH PROSODY.—  
ESSAYS.—CRITICISMS.—A Systematic Course of Instruction in NATURAL  
SCIENCE.—VOCAL MUSIC: Tonic Sol-fa system.

Hours—9 A.M. till 4 P.M.—Saturdays, from 9 to 12.

Mr. JOHN SMART, Master; Mr. JAMES DICKIE, Assistant.

MUSIC.—Mr. M'MILLAN.

11s. 6d., and for Girls not attending Latin, 8s. 6d. per Quarter,  
Including Drawing.

*Twelve Pupil Teachers assist in the different Departments.*

FRENCH—Tuesdays, Thursdays, and Saturdays.

10s. 6d. per Quarter.

MONSIEUR LOUIS PUJOL.

DRAWING—Mondays and Wednesdays.

THE TEACHERS OF THE PAISLEY SCHOOL OF ART.

Mr. ARCHIBALD MAY, Janitor.

ALL THE FEES ARE PAYABLE IN ADVANCE.

QUARTER DAYS—1st September, 23d November, 8th February, and 3d May.

GYMNASTICS taught by the Janitor.

Play-Ground Exercises superintended by the Teachers.

Schools open to Visitors every Friday.

The Trustees meet in the Institution Hall on the Evenings of Thurs-  
day, 27th August, and Thursday, 3d September next, at 7 o'clock,  
for the admission on the Fund, of Boys not exceeding eight years of  
age, who have resided within the Parliamentary Boundaries of Paisley  
for at least three years, and whose parents have died without leaving  
sufficient funds, or who from misfortune have been reduced, or who  
from want of means are unable to give a suitable education to their  
children. Schedules of application furnished by the Janitor.

INSTITUTION BUILDINGS, }  
OAKSHAW-HEAD, }  
July, 1857. }

### CHARACTERISTICS OF THE INSTITUTION.

1st. The Amalgamation of the Boys on the Fund with the Scholars paying Fees—thus using the latter as a lever power to elevate the former in the scale of society.

2d. The culture and development of the intellectual, moral, and religious character of the Pupils.

3d. The superintendence of the Pupils by the Teachers in ample Play-grounds (about three acres), every Teacher being required to see that the precepts given in the School are acted out in the Play-ground.

4th. A unity of design in the adjustment of all the branches taught, and in the mechanism of the Four departments of the Institution.

5th. The arrangement of the whole course of intellectual and moral training, so as to prepare alike the *poorest* and the *richest* to enter the Mechanic's workshop, the Counting-house, or the University.

6th. As the Founder has granted to his Trustees the most ample and unlimited powers for carrying out the purposes of the Trust, with only one restriction, viz., that "the Education shall be based on the Scriptures," the Teachers are required to keep specially in view that the intellectual, the social, and the moral must ever be made subservient to the religious. And instead of the Teachers standing apart from each other, and being enthusiastic in one particular branch of study, regardless of the general mental structure and moral condition of the Pupils, each is expected to be the centre of influence in his or her school, looking as a parent in a family into the mental and moral bias of each pupil, and seeking to mould the character according to the precepts of the Bible.

*From the Tabulated Report for the year 1855, by JOHN GORDON, Esq., one of the Government Inspectors of Schools for Scotland, To the Committee of Her Majesty's Privy Council on Education.*

"THE NELSON INSTITUTION, PAISLEY.—The premises most ample, commodious, and elegant; furniture excellent. Each pupil provides his own books. Registers, four roll-books made up quarterly and called periodically. Apparatus, ample supply. Discipline excellent. Instruction excellent. Organization, eight classes, not the same number for all subjects; parallel seats alternate with desks; collective groups for Music, Drawing, Geography, Scripture, Arithmetic, and Grammar; Latin, Greek, and French, also taught. Organization and method very good. Religious knowledge and elements of reading very good; lessons on number and objects very good. The schools are very efficiently conducted.

"This is a very important seminary. It is also peculiar in some of its arrangements; for which reasons, it may afterwards be specially reported on. Meantime remarked, (1.) That it consists of the four divisions indicated in the managers' returns; these are under four masters and four assistants, among whom there are three holding certificates (2.) All the teachers are intelligent, zealous, and highly competent (3.) The subjects of instruction are mainly elementary, but the elementary are taught in a superior manner, so that the instruction in this kind ceases to be elementary in some of the classes. (4.) The Latin



pupils are unusually well grounded. (5.) English Grammar, much of Zoology, and some other things taught, and to a great extent and with excellent effect, orally, without the use of books. (6.) Of the 511 pupils present, ninety-four were upon the Neilson Fund, that is, 'they are boys who have resided within the Parliamentary boundary of Paisley for at least three years, and whose parents have died without leaving sufficient funds, or who, from misfortune have been reduced, or who from want of means are unable to give a suitable education to their children.' All of these receive free instruction, and such of them as deserve best by their general conduct (forty last year) receive clothing as a reward. It is intended to increase the number of this class of pupils to 120. The rest, upwards of 400, pay school fees."

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*From MR. GORDON'S General Report for 1855.*

"The Parish schools have all along been open to all children, without respect to the parental occupation, condition in life, sex, or religious denomination; and their example has been followed by most other schools, whatever their ecclesiastical connexion; by one in a manner more marked than usual,—the Neilson Institution at Paisley,—one of the announced objects of which is 'the amalgamation of boys on the fund with the scholars paying fees; thus using the latter as a lever power to elevate the former in the scale of society.' This object appears to be in the course of being attained in a very remarkable degree."

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*Excerpt from MR. GORDON'S Tabulated Report for 1856.*

"The arrangements continue much the same as last year. The four divisions of the Institution rise in gradation one above another, not by each having its peculiar branches of instruction, for they have all the same, or nearly the same branches; they differ from each other only in the extent or stage to which the instruction is carried. The only exception is in the uppermost division, under Mr. SMART, where indeed, there are most of the elementary branches taught that belong to the other divisions; but where, exclusively, are taught also Latin, Greek, Mathematics, Mechanics, &c. The upper division is thus not an isolated part of the Seminary; it is an integral, complementary, necessary part of it; here, therefore, the different stages of instruction, so proper to be well marked in any branch, are distinguished in the unusual manner of putting them under different teachers, and the object is to secure thorough instruction. The whole Seminary reflects the character of the management, which is spirited, enterprising, and original."

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*Excerpt from MR. GORDON'S General Report for 1856.*

"Mine Surveying, Engineer Drawing, and the principles of Mechanics are taught with great success at Jerviston to a class of young men regularly employed as common workmen in mines. Drawing is much cultivated at Dumbarton and Dalnair by pupils likely to be afterwards engaged in the manufactures of the neighbourhood. But perhaps,

nothing in this way is so full of promise as the instruction given at the Neilson Institution of Paisley, with a view to qualify for the trades of that place,—the managers having not failed to avail themselves of the suggestions on this subject which they had the honour to receive from your Lordships.”

**THAT PART OF MR. NEILSON'S WILL FOUNDING THE INSTITUTION.**

*Dated 8th August, and Recorded at Edinburgh 19th November, 1839.*

“And with regard to the remaining fourteen shares of said residue, it is my intention, and I hereby WILL and ORDAIN, that the same, under the burden of the payment of the legacies aftermentioned, shall form an Endowment, for the Educating, Clothing, and Outfitting, and if need be, the maintaining of Boys, who have resided within the Parliamentary boundary of Paisley, for at least three years, and whose parents have died either without leaving sufficient funds for that purpose, or who from misfortune have been reduced, or who from the want of means are unable to give a suitable Education to their children: And I have WILLED, and ORDAINED, as I do hereby WILL, ORDAIN, and APPOINT my said Trustees to purchase a feu in the Town of Paisley within Five years from my death, and to erect a Building or Buildings thereon, (so soon after the expiration of the said five years as they shall think proper,) such as they consider suitable to the purposes of the Endowment hereby created, and which Endowment shall be called, “THE JOHN NEILSON ENDOWMENT FOR THE EDUCATING, CLOTHING, AND OUTFITTING OF YOUNG PERSONS:” And I do hereby invest my said Trustees with most ample and unlimited powers for making all such regulations as to the number of boys to be admitted from time to time, the manner in which they shall be Educated, (the Education to be based on the Scriptures,) Clothed and Outfitted as Apprentices or otherways, and also maintained while at School, if considered expedient, but not otherways; and for the management of the funds of the said Endowment, as well as in regard to the appointment of Factors, Teachers, and other servants necessary, for carrying into effect the object of the Institution, as they shall consider expedient and proper; with power to my said Trustees, when the Institution is fairly formed and set agoing, or at any time they deem it advisable, to assume into the management of the said Endowment, or to devolve the Trust on, the Provost of Paisley, the Sheriff of Renfrewshire, the Sheriff-substitute of the Upper Ward of Renfrewshire, the Convener of the Merchants' Society in Paisley, declaring always, that if at any time one or more of these public functionaries are not members of, or sitters in, the Church of Scotland, then he or they shall not be eligible for the said office; but without prejudice to his or their successors in office acting, after they are connected with the Church as aforesaid; the Minister of the Middle Church of Paisley; the successor of the said Reverend James Graham, in the North Church, Paisley, and their several successors in office; with power also to my said Trustees who shall be in office, at the time of said assumption or devolution is made, to name any other person or persons holding official situations, under



the declaration foresaid, and to substitute others, if they think it advisable and for the prosperity of the Institution, in the room and place of those above designed as permanent Trustees. With power also to my Trustees to assume or appoint such other person or persons in whom they have full confidence to be Trustees during their lives, although such persons shall not hold official situations. Declaring hereby that my said Trustees, with the persons to be assumed by them, or on whomsoever the trust may be devolved, and the successors of those holding official situations, shall in all time thereafter carry the purposes of the Endowment into execution."

*Excerpt from Letter—Mr. GARDNER to the TOWN CLERK—dated  
5th May, 1857.*

DEAR SIR,—Provost BROWN having through you expressed, on behalf of himself and the other Magistrates, a desire to be furnished with a copy of the Will of the Founder of the John Neilson Educational Institution, I beg their acceptance of the copy herewith sent.

As the Deed conveys no idea of the amount of Funds, I may state that the share of the Residue bequeathed for Educational and benevolent purposes amounted to

...	...	...	...	£19,118 16 10
Less Legacy Duty	...	...	...	1,931 11 8

Leaving	...	...	...	...	£17,187 5 2
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And from the sum to be set apart for Education there fell to be deducted the special legacies of a few hundred pounds therein specified.\*

The Trustees, after paying for the Site and extensive Play-Ground, erecting the Institution Building—admitted by all parties to be one of the great ornaments of the Town—the Janitor's House, enclosing walls and providing school furniture and apparatus, at a cost of upwards of £500, have a fund for Endowment purposes of upwards of £13,500 sterling.

*Opinion† of the LORD ADVOCATE of Scotland, to Queries appended to a Memorial laid by the Trustees before his Lordship in May, 1853.*

*Query 1st*—Have the Trustees exceeded the powers conferred on them, by the Deed of Settlement, in admitting to the Institution, on payment of fees, the children of the independent and industrious Operative, and also those of the middle classes?

*Answer*—I think the Trustees have not exceeded their powers in the course they have adopted, but have, on the contrary, exercised a very wise and beneficial discretion in the management of this charity. It would be different if the admission of scholars on fees limited the bene-

\*Paisley Infirmary, £150, and £19 19s. to each of the Gaelic Missionary Society, Paisley Female Benevolent Society, Blind Asylum in Glasgow, and Church of Scotland Scheme for promoting schools in destitute Highland districts.

†Parties whose interests were erroneously supposed to be affected, having raised a great clamour about the illegality of admitting scholars on payment of fees, the Trustees, who had hitherto acted on the legal opinion of their Secretary, obtained this opinion.

fit derived from the Trust funds by the poorer scholars. But the reverse appears to be the case; and I have a very decided opinion in favour both of the competency and propriety of the proceedings of the Memorialists in this respect.

*Query 2d*—Have the Memorialists a right to *assume* such person or persons, in whom they feel confidence, to be Trustees *during their lives*, although such persons are neither members of, nor sitters in, the Established Church of Scotland?

*Answer*—By the words of the Trust Deed there seems to be no limitation of the power of assumption to members of the Established Church; neither do I think there are sufficient grounds for implying any such limitation.

(Signed)

J. MONCRIEFF.

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*Certain Parties in Town adverse to the Trustees' Operations, obtained the Opinion of JOHN INGLIS, Esq., Dean of the Faculty of Advocates, and Published the following Paragraph in the Local Newspapers of June, 1853.*

QUERIES.—1. Are the Trustees of the John Neilson Endowment bound, by the terms of his trust deed, to restrict the benefits of the fund under their charge to “the Educating, Clothing, and Outfitting, and, if need be, the maintaining of Boys who have resided within the Parliamentary Boundary of Paisley for at least Three Years, and whose Parents have died either without leaving sufficient Funds for that purpose, or who from misfortune have been reduced, or who from want of means are unable to give a suitable Education to their Children?” or, 2. May the Trustees legally receive into the Institution, upon payment of fees, the children (girls as well as boys), of persons of the higher classes of life, who are perfectly able to pay for a suitable education for their children? 3. If the Trustees may admit paying pupils, are they entitled to fix the fees to be exacted from such at any sum they choose, however small? or are they not bound, in justice to the trust fund and the objects of the charity, to charge fees at least as large as the average cost of the children on the Endowment.

ANSWERS.—1 and 2. The object of the Endowment is very distinctly expressed in Mr. Neilson's settlement, and the Trustees are certainly not entitled to apply any portion of the funds committed to them to any other object. If, therefore, children who do not fall within the description of the objects of the Testator's bounty, are educated at the expense of the fund, that is, in my opinion, a perversion of the revenues of the trust, even though the expense of this education may be provided only in part from the fund and partly also by the payment of fees. On the other hand, if the establishment, for the proper purposes of the mortification, is such as to enable the Trustees at the same time, at no greater cost than is provided for by the fees charged to afford a good education to the other classes of the community, *I can see no*



*illegality in such an extension of the Institution.* The test of the legality of what has been done is the inquiry whether the paying pupils, as they are called, truly-cost anything to the fund. 3. I have already stated that the fees must be so large as to prevent the education of children beyond those described in the settlement becoming to any extent a charge upon the fund.—The opinion of

(Signed)

JOHN INGLIS.

*Excerpts from Mr. GARDNER'S Address at the opening of the Institution, 5th April, 1852.*

The purposes of the Bequest are for the educating, clothing, outfitting, and, if need be, the maintaining of "Boys who have resided within the Parliamentary Boundary of Paisley for at least three years, and whose parents have died without leaving sufficient funds, or who, from misfortune, have been reduced, or who, from want of means, are unable to give a suitable education to their children." These words clearly indicate Mr. Neilson's mind to have been, that the orphan sons of Merchants, Manufacturers, and others in that class of society, shall have a first claim on the funds of the Institution—that the sons of the same class in society who, from misfortune, have been reduced, shall have a second claim upon them; while a discretionary power is given to the Trustees to admit the sons of the industrious deserving poor.

Mr. Neilson very wisely has not, except in one particular, restricted or defined the course which the Trustees are bound to follow. Knowing the difficulty of legislating for futurity, and the changes in the manners and customs of human life, he, with an enlightened judgment, did "invest his Trustees with the most ample and unlimited powers" for carrying out the purposes of the Trust. The exception referred to is, that "the education shall be based on the Holy Scriptures." Mr. G. felt highly honoured when he was entrusted by his much esteemed uncle, who had been to him a father, to prepare such a Deed of Settlement, and he felt thankful that he had been spared to see it this day put into operation. The opening of this Institution, he believed, would be a memorable day in the history of Paisley.

Mr. G. craved the kind indulgence of the meeting while he would attempt to answer the doubts and dissipate the fears of friends on some knotty points, viz.:—First, The impracticability of blending the rich and poor together in one large seminary. Solomon says, "There is nothing new under the sun," and the plan now proposed is no new plan. It was adopted by John Knox in the sixteenth century, and has since been followed out in all the parochial schools in Scotland. In the palmy days of education in Scotland, what was it that procured Scotchmen first situations in all parts of the world? Their education—an education obtained at the parochial schools, where the rich and the poor were blended together. But some say the times are changed. Look at our large cities and towns—at the degenerate races that now fill our streets and lanes; there is now no such blending. Great changes he admitted. But because all things around them were changing, were they to stand still? Our duty is to change too, and



to meet such difficulties in a true and Christian spirit. If they failed to do so, the consequences would be such as he trembled to think of. The use of proper means must be adopted. It was his (Mr Gardner's) decided conviction that the mere routine of a secular education would never meet the present emergency—there must be training as well as teaching. The command is—"Train up a child in the way he should go;" and the promise—"and when he is old he will not depart from it." Too many, he feared, in looking at this difficulty, associated in their minds dirty faces, ragged clothes, and rude manners; but he (Mr. G.) discarded all such things from his mind, and the Neilson Trustees would discard all such children from the school. The Trustees meant to have not the smallest sympathy towards children who would come to the school dirty in person, ragged in clothing, and who would not learn to behave themselves. The Trustees did not care how coarse the clothing might be, but it must be clean and tidy; and every child must have clean shoes, as well as clean stockings. Mothers who wanted an education for their children in this seminary might petition Government if they liked to get the duty off soap; but if their children were to come to this Institution, they must in the meantime not spare the Town's water, and apply the needle. If they would not, then he (Mr. G.) had the highest authority for saying, that the iniquity of the parent would be visited on the children. In the periodical literature of the day they frequently met with strong expressions of regret at the wide and widening separation of the upper and lower classes, and between the employer and the employed; but the proposed amalgamation of the rich and poor in this seminary will have in some measure the effect of remedying this growing evil in our town. He (Mr. G.) might show in many ways the advantages to be derived, and the good that will result to all classes of children by this amalgamation, but he would do so only in an educational point of view. The fees chargeable from pupils not on the fund will enable the Trustees to procure first masters for such pupils, and also for the special benefit of those admitted on the fund; and it was only with money that first masters could be obtained. Suppose 15 or 20 clever boys on the endowment fund were taught to speak and write fluently the French and German languages. With such attainments they would likely procure the first mercantile situations in the country. The endowment fund would not admit of bringing first-class teachers of these languages to Paisley for a few hours three or four days a-week; but if thirty or forty paid fees, then the Trustees would be enabled to do so, and thus not only benefit the boys on the fund, but also the children of those parents who desire to use the means for elevating their offspring in this world. He might illustrate also, his meaning by the Latin and Greek classes for enabling poor boys to become professional men—by the class for practical Mathematics, to fit others as engineers—and by every branch to be taught, as fitting all for any trade, and for their becoming good and useful members of society. He (Mr. G.) held, as a sound principle, and from which he would not be easily shaken, that it was better to educate 50 boys thoroughly, than teach 500 those branches which their fathers and mothers, if they liked, could teach them at home. And moreover,



by this amalgamation, the higher class of children will, under a *strict surveillance*, and without hindrance to their own progress, operate as a lever power to raise the children of the poor in the scale of society. Every child must be clean and neat, and the children attending the schools will not know who is, or who is not, upon the fund. This fact will be known only to the Trustees and teachers, and the parents or guardians of the children admitted.

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*Extracts from MR. GARDNER'S Address at the fourth Annual Examination, 25th July, 1856.*

The Trustees ignore sectarian instruction, and seek only to disseminate the great first principles of man's accountability to God, the great first principles of the oracles of God.

The large space of play ground (nearly 3 acres), gives ample room for out-door recreation, and the pupils are assisted in their games and amusements by all the teachers. Four cricket clubs have been formed among the boys of the two senior departments with the best effect, while others engage in foot-ball and such like exercises; the girls having swings and games suited to their age and sex. In-door marching and singing have the most happy tendency in producing order and attention, and the whole physical exercises promote health and cheerfulness. To such exercises, locality, and large dimensions of the different rooms, may be attributed the excellent health enjoyed by the children.

It was truly gratifying to find that the operations of the Institution were beginning to tell favourably, in a pecuniary sense, on all the efficient teachers of the town. From the statistics of the various schools recently obtained, every school efficiently taught is crowded. Even a taste for the Classics has been created, and the Grammar School, so ably taught, is more numerously attended this session, than for some years past. When he (Mr. G.) entered the Grammar School, 39 pupils commenced Rudiman's Rudiments, but during the last 27 or 28 years, there has been a gradual falling off, a "growing smaller by degrees, and beautifully less." But this state of matters was not peculiar to Paisley. From an official document recently published, it appears that the Classical department of the Kilmarnock Academy was attended 25 years ago by 90 pupils; and although most ably conducted, the number has been reduced to 20. But for the Neilson Institution, the Paisley Grammar School, it is believed, would soon have been in a similar position. Many parents ignorant of the value of a liberal education for their sons, and contented with such an amount as they had themselves received at a time when Education had not made such advances as now, must and will be aroused to higher views, when they see the boys of those below them in station, by having acquired a superior education, topping over them, and being promoted to fill situations of honour and influence in every pursuit of life. Since the Classical department of the Institution was opened, Classical scholars have been more than doubled in town; and it is hoped that the influence of the Institution may still further promote a greater taste for this and other important branches of Education.

Arch<sup>d</sup>. Gardner  
Paisley

Inc.

